State of Connecticut
HOUSE OF REPRESENTATIVES
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

REPRESENTATIVE MARY G. FRITZ
NINETIETH ASSEMBLY DISTRICT

LEGISLATIVE OFFICE BUILDING
ROOM 4013
HARTFORD, CT 06106-1591
HOME: (203) 269-1169
CAPITOL: (860) 240-8571
TOLL FREE: (800) 842-8267
FAX: (860) 240-0206
E-MAIL: Mary.Fritz@cga.ct.gov

ASSISTANT DEPUTY SPEAKER

MEMBER
JUDICIARY COMMITTEE
LEGISLATIVE MANAGEMENT COMMITTEE
PLANNING AND DEVELOPMENT COMMITTEE

Testimony
By
Rep. Mary G. Fritz, 90th District
Cheshire-Wallingford
on
HB 6385: An Act Implementing the Budget
Recommendations of the Governor Concerning Education

February 23, 2011

Chairman Stillman, Chairman Fleischmann and honorable members of the Education Committee,

I appear before you today in very strong opposition to HB 6385 "An Act Implementing the Budget Recommendations of the Governor Concerning Education."

For the record, I am State Representative Mary Fritz of the 90th District, serving parts of the towns of Wallingford and Cheshire.

The genesis of my obligations begins with Section 16 of the bill which addresses transferring the operations of the vocational technical schools to local systems or to a RESC. Needless to say, this is a terrible idea. The vocational technical school system - 16 schools strong - as a system has done extremely well for the young people of the state. Yet, this proposal would turn these schools over to systems with failing schools or with safe harbor schools when in all testing the vo-tech schools students far exceed percentage wise the students of the local systems. I have attached a chart which clearly demonstrates this but for the record let me cite a few examples. Remember this is the percentage of students who were at or above the 2010 CAPT test in math.

Meriden LEA 57.3%	Vo-tech 85.6%
Milford LEA 75.5%	Vo-tech 90.9%
Norwich LEA 30.8%	Vo-tech 90.2%

Reading:

Meriden LEA 68.2%	Vo-tech 92.6%
Milford LEA 81.2%	Vo-tech 93.5%
Norwich LEA 25.9%	Vo-tech 85.3%

Science and writing continue in the same vein.

Also for your clarification, I have included a chart which demonstrates the date of graduation, the percent of those going on to higher education and to the armed services.

I asked a gentleman from OPM why was this happening! The response was "maybe to make them into magnet schools?"

Folks- these are Connecticut's original magnet schools.

Now let's talk about discipline

- 5 minutes late, parents get a call
- No message clothes at all
- Fool around, don't do your work and YOU ARE GONE!
- All young men must wear a belt, no *** cracks in vo-tech schools

So, in our local schools, none of these measures exist! So we're going to turnover a highly disciplined and educated population to systems that are failing.

Common sense – would tell us all that the methods of the vo-tech schools should be adopted universally throughout the state.

I also have additional concerns about the bill.

1. Agricultural science schools appear regularly in the bill are the vo-ag schools next on the block?
2. It's very unclear what happens to the people in this system. When the transfer takes place do they remain state employees or are there expenses passed on to the local?
3. Bureaucracy
   - Section 19- Create a statewide advisory counsel
   - Section 21- A technical education coordinating counsel
4. This bill is like Mulligan's Stew- everything together- vo-tech schools, community schools, higher education, office workplace competitiveness, magnet schools, charter schools- result: hodge podge

In conclusion, I thank you for your time and respectfully ask you that you eliminate consideration of the vo-tech schools as a budget saving measure. Remember, you'll be denying over 10,000 students a good education and a job. During the recession graduates of the vo-tech schools all worked- I thought it was the year of jobs- supporting this bill makes the promise of jobs a lie!

Thank you.

V.A.

Connecticut Technical High School System

CAPT RESULTS 2007 - 2010

TABLE 1: 2007-2010 CAPT PERFORMANCE FOR PERCENT AT/ABOVE GOAL AND AT/ABOVE PROFICIENT

Table 1 shows that the Connecticut Technical High Schools have made gains since the first administration of the Third Generation CAPT in 2007.

The percentage of students scoring at goal levels has increased in math by 7.3 percentage points, in science by 5.1 points, and in writing by 13 points.

We see a similar growth in the percent of students scoring at or above the proficient levels.

	Mathematics		Science		Reading		Writing	
	At/Above Goal	At/Above Proficient	At/Above Goal	At/Above Proficient	At/Above Goal	At/Above Proficient	At/Above Goal	At/Above Proficient
2007	27.6	74.8	26	80.3	27.1	77.3	31.8	79.6
2009	33.1	79.1	27.3	79.6	26.3	79.2	32.8	89
+/-					-1			

Math has gained 5.7 percentage points since 2007, while the state has gained only 1.5 points. The percentage of students reaching proficiency or above in writing have jumped 10.7 points over the past four years, while the state has gained 3.9 points. Reading and writing proficiency has also increased since 2007, with 82.4% of the students at or above proficiency in reading and 90.3% in writing.

The CTHSS continues to have a higher percentage of students reaching proficient levels in math, science, reading and writing than the state's percentage of students reaching proficiency in these academic areas.

TABLE 2: 2007-2010 ACHIEVEMENT GAP BY SUBGROUP % CLOSING / WIDENING

	Mathematics		Science		Reading		Writing	
	Total Mathematics		Total Science		Total Reading		Total Writing	
2007-2010 District	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency	% At/Above Goal	% At/Above Proficiency
Black and White								
Hispanic and White			2.2		4		3	
ELL/Non ELL			3.5				0.1	
SPED/Non SPED			2.8		1		9.3	
F/R Lunch/Full			2.7		2.4			
Female/Male						2.1	1.3	

ne shaded area in Table 2 represents the subgroups nt have begun to close the achievement gap.

All subgroups scoring at or above proficiency in ath, science, reading and writing have decreased the ap with the exception of a slight increase in reading for ne gender subgroup .

2.) **All subgroups** have decreased the gap in math for students at proficiency and goal levels.

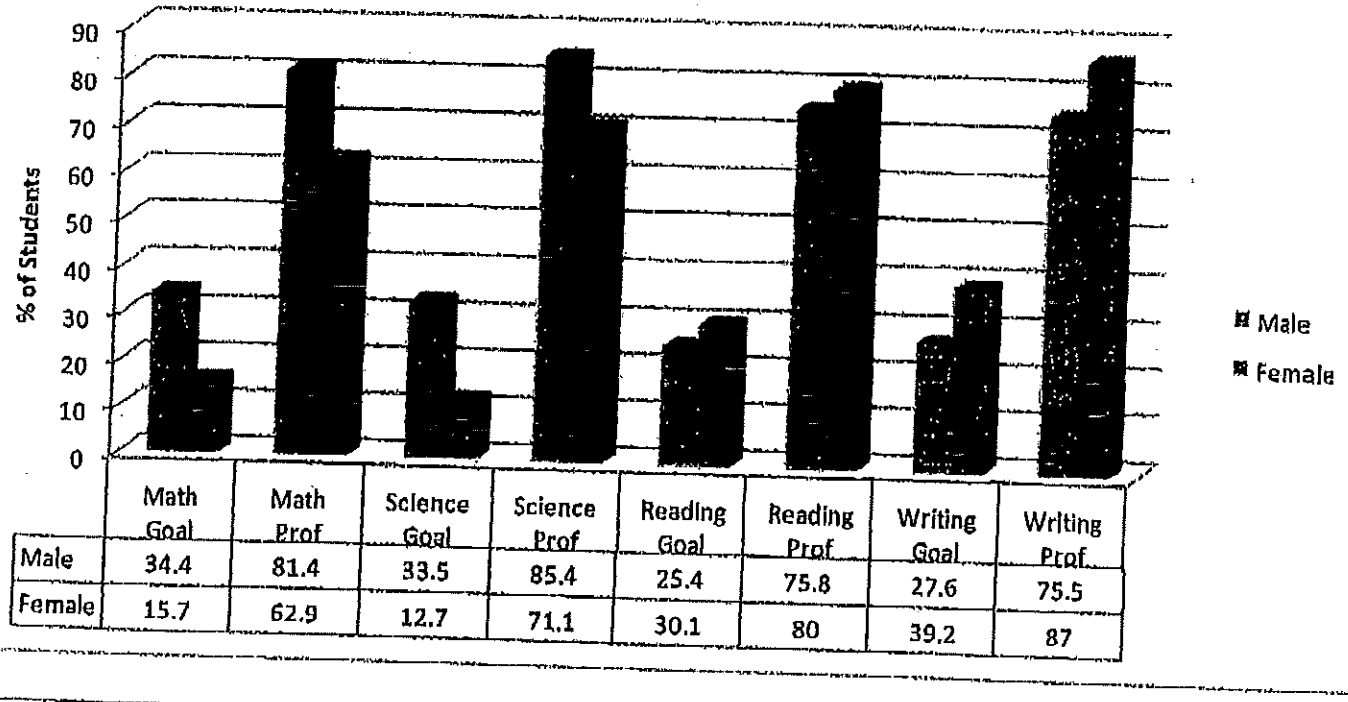
3.) The gap between black and white students has decreased across all academic areas at proficiency and goal levels.

GENDER

Female and male students have increased in both goal and proficiency levels in math, science and writing and at the proficient level in reading.

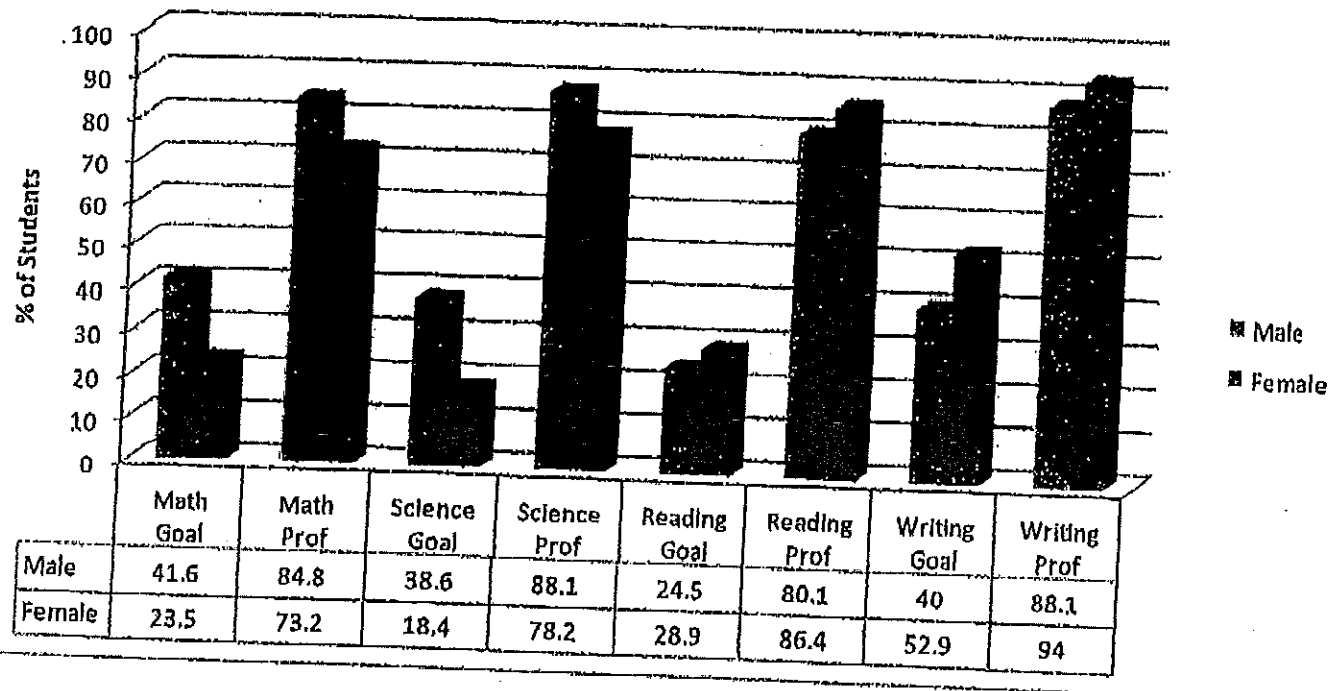
Female students continue to perform at higher levels in reading and writing and male students continue to perform at higher levels in math and science. However, the gap in this subgroup is closing. The graphs below show a visual representation of the 2007 and 2010 CAPT Results between genders.

2007 CAPT Results-Gender Subgroup



	Math Goal	Math Prof	Science Goal	Science Prof	Reading Goal	Reading Prof	Writing Goal	Writing Prof
Male	34.4	81.4	33.5	85.4	25.4	75.8	27.6	75.5
Female	15.7	62.9	12.7	71.1	30.1	80	39.2	87

2010 CAPT Results-Gender Subgroup



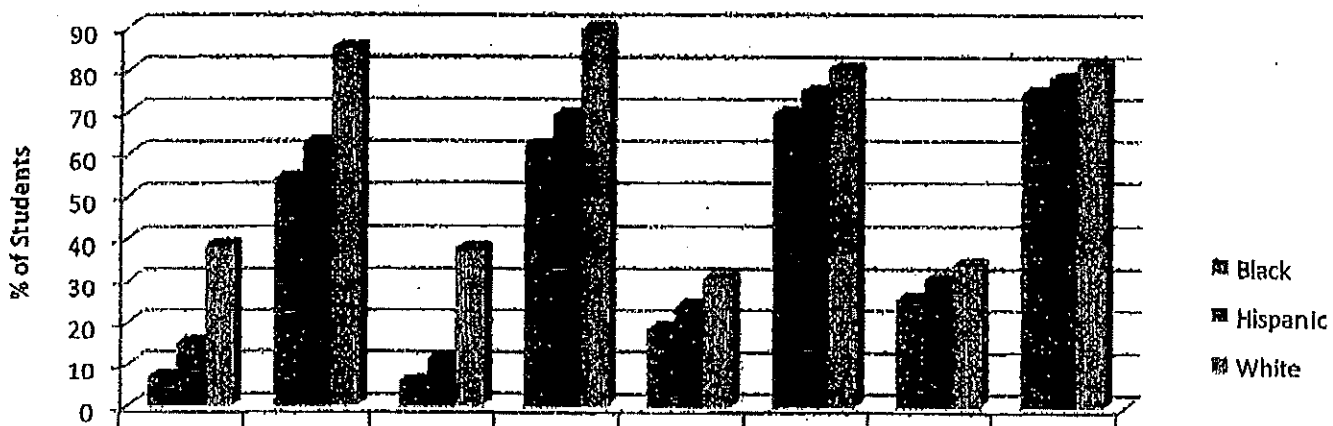
	Math Goal	Math Prof	Science Goal	Science Prof	Reading Goal	Reading Prof	Writing Goal	Writing Prof
Male	41.6	84.8	38.6	88.1	24.5	80.1	40	88.1
Female	23.5	73.2	18.4	78.2	28.9	86.4	52.9	94

ETHNICITY

Black, Hispanic and white students have increased in both goal and proficiency levels in math, science and writing and at the proficient level in reading.

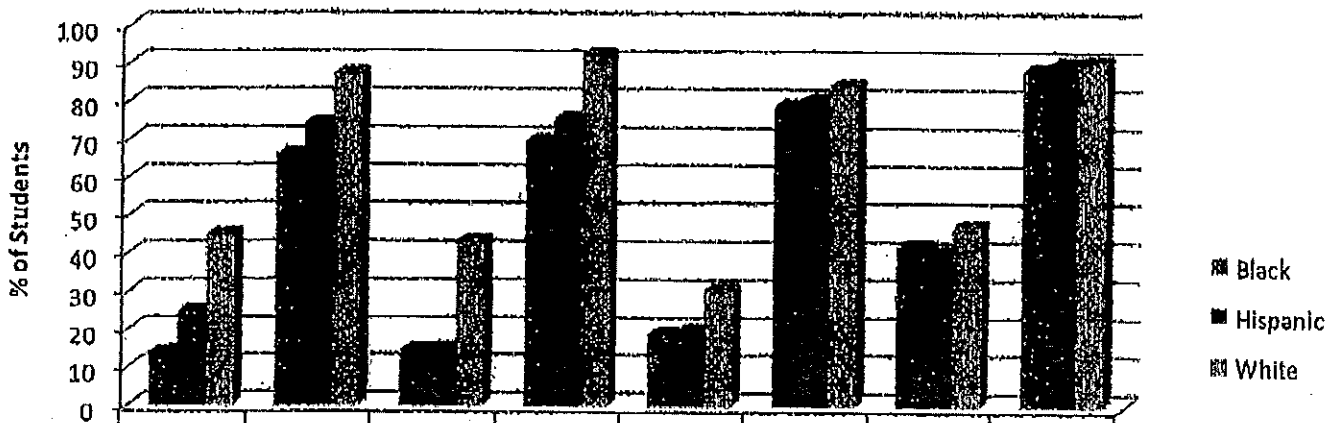
The gap between black and white students continues to close in all areas at proficient and goal levels. We see a similar trend with the gap in all academic areas between Hispanic and white students reaching proficiency and above levels. The graphs below display a visual representation of the gap between Hispanics, blacks and whites in 2007 and in 2010. You can clearly see the gap declining in 2010, with reading and writing having a small gap between the ethnic groups.

2007 CAPT Results- Ethnicity Subgroup



	Math Goal	Math Prof	Science Goal	Science Prof	Reading Goal	Reading Prof	Writing Goal	Writing Prof
Black	7.1	54.3	5.9	62	18.6	69.6	25.7	74.6
Hispanic	15.3	62.6	11.5	69.3	24.1	74.9	30.6	77.9
White	38.3	85.2	37.5	89.6	30.9	80.3	34	81.5

2010 CAPT Results-Ethnicity Subgroup

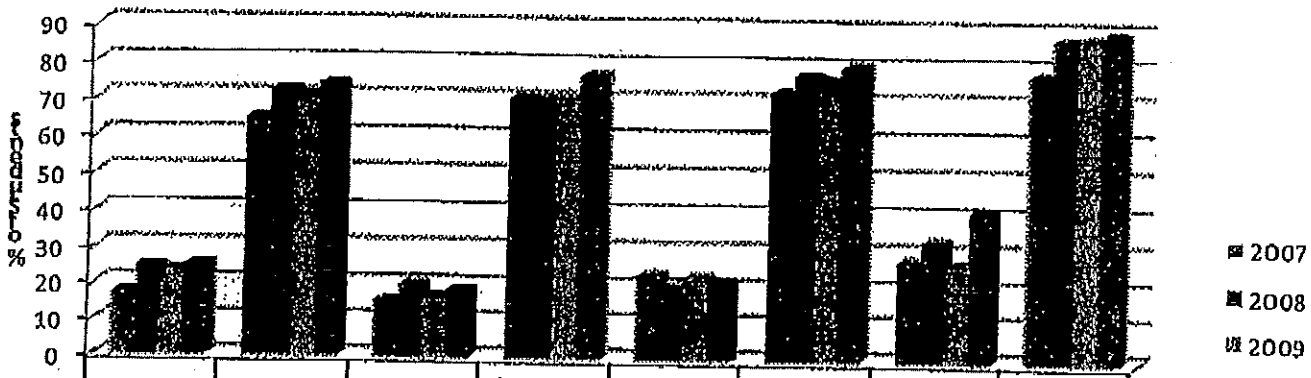


	Math Goal	Math Prof	Science Goal	Science Prof	Reading Goal	Reading Prof	Writing Goal	Writing Prof
Black	14.1	66.1	14.6	69.8	19.1	79	42.1	88.5
Hispanic	24.9	74.3	15	75.5	19.9	80.6	40.9	90.3
White	44.9	87.2	43.2	92.5	30.7	84.2	47.3	90.6

Free and Reduced Meals

The percentage of economically disadvantaged students has had significant increases in both goal and proficient scores for math, science and writing and at the proficient level for reading. The number of students reaching proficiency in reading has increased by 7.2 percentage points since 2007. Math proficiency has increased by 9 percentage points and writing by 11.3 percentage points. The graph below is a visual representation of the growth pattern in this subgroup.

2007-2010 CAPT Results- Subgroup F/R Meals

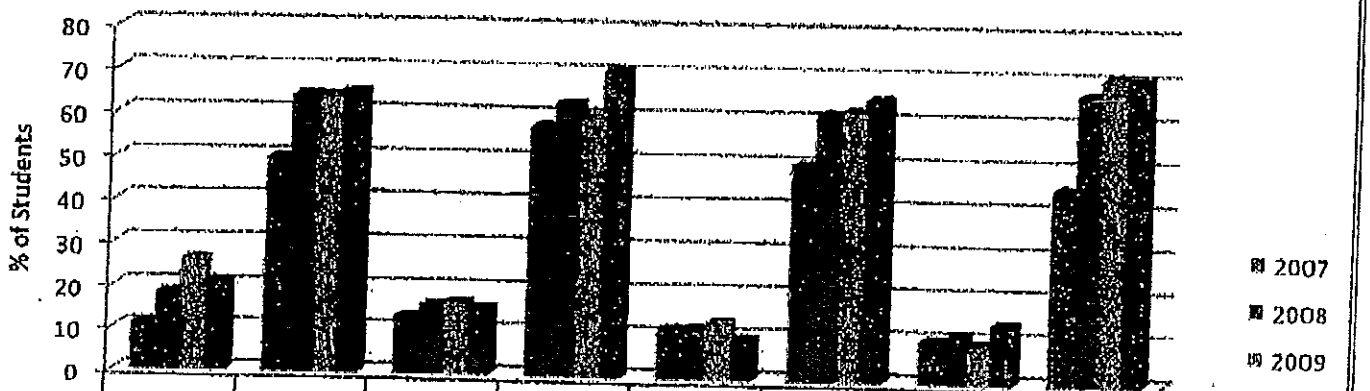


	Math Goal	Math Prof	Science Goal	Science Prof	Reading Goal	Reading Prof	Writing Goal	Writing Prof
2007	17.7	64.8	15.6	70.7	23.5	72.8	27.9	77.8
2008	24.9	72.4	20.3	70.5	20.4	77.3	33.4	87.4
2009	23.6	71.1	16.9	70.5	22.9	76	27	87.6
2010	25.3	73.8	18.9	76.8	21	80	41.6	89.1

SPECIAL EDUCATION

Students receiving special education services have made great gains across all areas. For example, in writing there was an increase of 25.6 percentage points at the proficiency level and above, a 15.2 point growth in math, a 14. 9 point growth in reading and a 12.9 point growth in science since 2007. The graph below is a visual representation of the growth pattern in this subgroup.

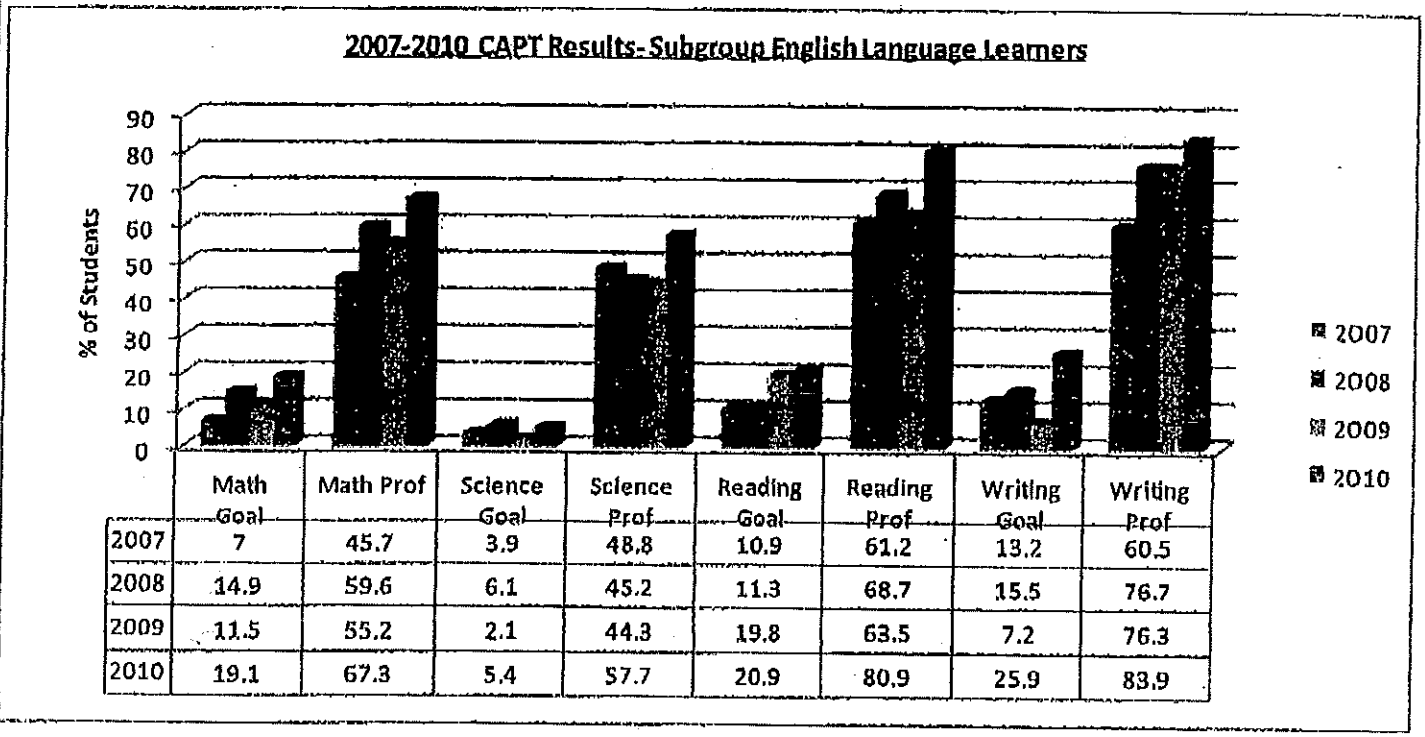
2007- 2010 CAPT Results-Subgroup Special Education



	Math Goal	Math Prof	Science Goal	Science Prof	Reading Goal	Reading Prof	Writing Goal	Writing Prof
2007	11.1	50	13.7	58.1	11.9	50.2	10.1	45.4
2008	18.4	64.3	16.4	63.3	12	62	11.5	66.8
2009	26.3	64.2	17	60.4	13.4	62.6	9.3	70.9
2010	21.2	65.2	16	71	9.7	65.1	14	71

English Language Learners

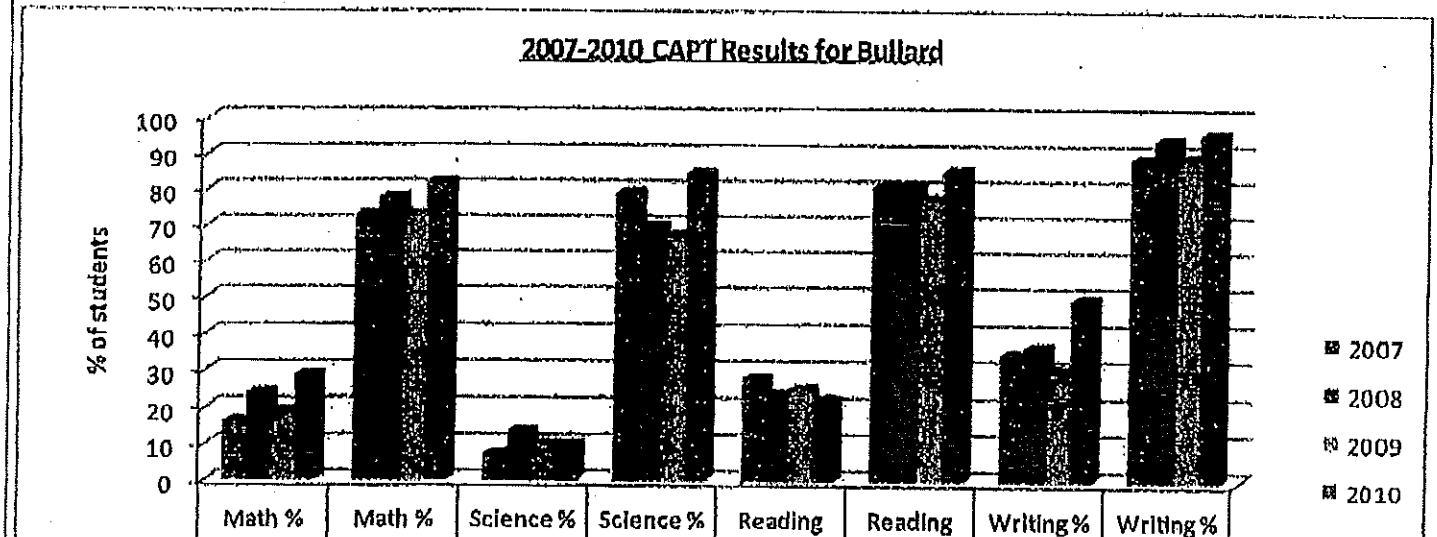
English Language Learner's scores have continued to grow. For example since 2007, math has a gain of 21.6 percentage points at the proficiency level, a 19.7 point gain in reading proficiency and a 23.4 point gain in writing. The graph below is a visual representation of the growth pattern in this subgroup.



	Math Goal	Math Prof	Science Goal	Science Prof	Reading Goal	Reading Prof	Writing Goal	Writing Prof
2007	7	45.7	3.9	48.8	10.9	61.2	13.2	60.5
2008	14.9	59.6	6.1	45.2	11.3	68.7	15.5	76.7
2009	11.5	55.2	2.1	44.3	19.8	63.5	7.2	76.3
2010	19.1	67.3	5.4	57.7	20.9	80.9	25.9	83.9

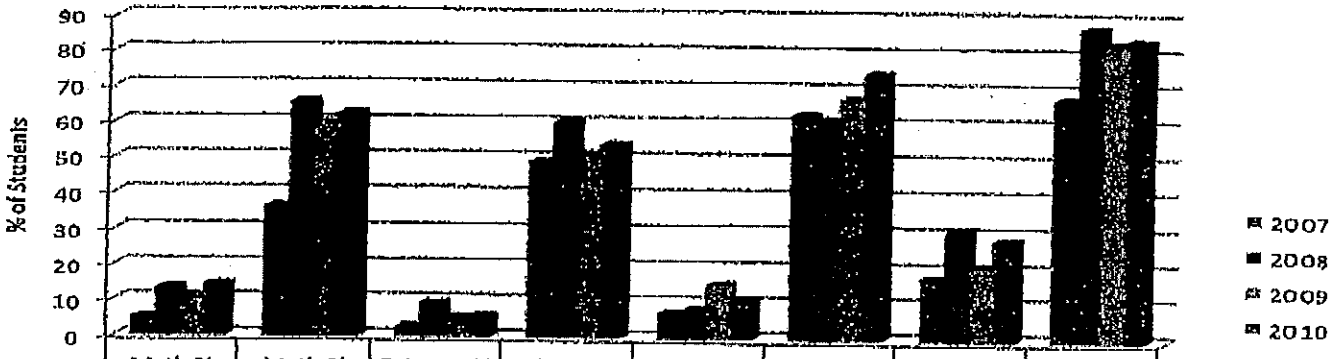
TITLE I SCHOOLS

The Connecticut Technical High School System has four Title I schools, all of which have made great progress over the past four years. The graphs below and continuing onto page 6 are visual representations of each Title I school's growth over 4 years.



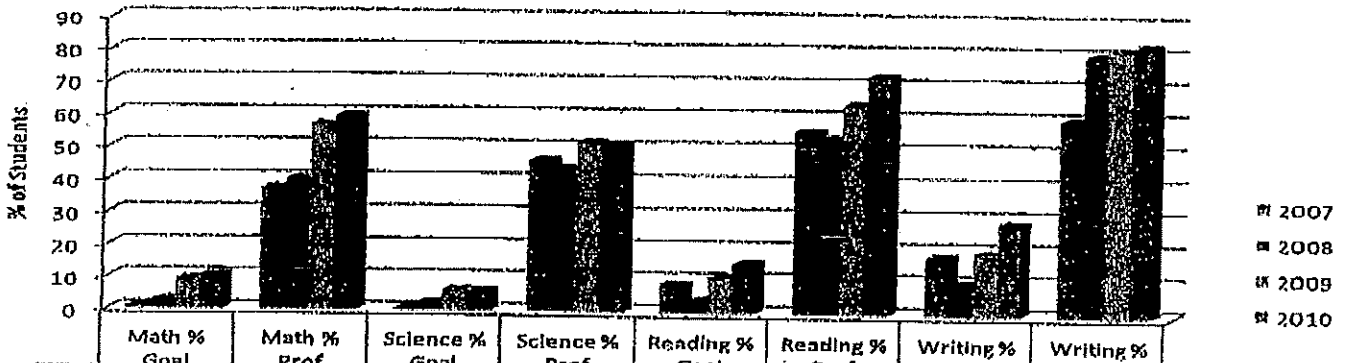
	Math % Goal	Math % Prof	Science % Goal	Science % Prof	Reading % Goal	Reading % Prof	Writing % Goal	Writing % Prof
2007	16.2	73.1	7.4	79.2	28.1	81.1	34.6	88.9
2008	24.1	78	13.7	70	23.6	81.5	36.5	94
2009	19.1	73	10.3	67.2	25	77.5	30.4	89.2
2010	28.9	82.2	10.3	84.8	22.1	85.4	49.6	96

2007-2010 CAPT Results for Prince



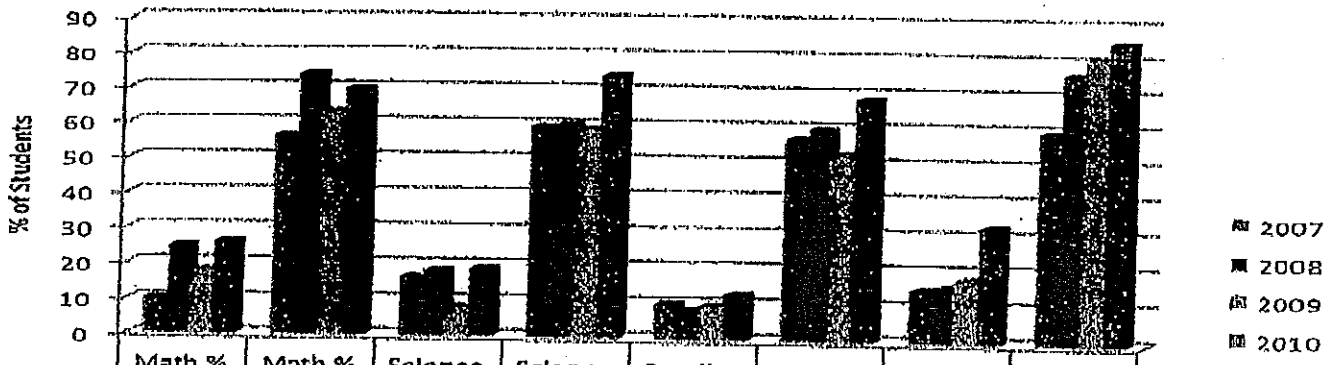
	Math % Goal	Math % Prof	Science % Goal	Science % Prof	Reading % Goal	Reading % Prof	Writing % Goal	Writing % Prof
2007	5.2	36.6	3	49.3	7.4	63	17.8	68.1
2008	13.5	65.8	9.7	60.6	8.4	61.3	31	87.7
2009	10.4	60.1	5.5	51.5	15.3	67.5	20.9	83.4
2010	14.5	62.9	5.9	54.3	11.3	74.7	28.5	84.4

2007-2010 CAPT Results for Whitney



	Math % Goal	Math % Prof	Science % Goal	Science % Prof	Reading % Goal	Reading % Prof	Writing % Goal	Writing % Prof
2007	1.2	37.3	0.6	46.8	8.7	55.9	17.9	59.9
2008	2.7	40.2	2.6	43.9	3.6	53.6	9.8	79.5
2009	9.2	56.7	6.4	51.8	10.8	64	19.1	81.6
2010	10.5	59.4	6.2	51	15.3	72.9	28.3	82.8

2007-2010 CAPT Results for Goodwin



	Math % Goal	Math % Prof	Science % Goal	Science % Prof	Reading % Goal	Reading % Prof	Writing % Goal	Writing % Prof
2007	10.2	56.5	16.5	59.6	10.1	56.9	14.8	59.3
2008	25	74.1	18.5	60.2	8.4	59.8	15.6	76.1
2009	17.9	63.4	8.1	58.9	9.8	52.8	17.9	81.3
2010	26.3	69.9	19.2	74.4	12.9	68.4	32.7	85.3

TABLE 2: 2007-2010 DISTRICT CAPT PERFORMANCE BY SUBGROUP

Percent at/above goal and percent at/above proficient

Subgroups	Year	Math % Goal	Math % Proficient	Science % Goal	Science % Proficient	Reading % Goal	Reading % Proficient	Writing % Goal	Writing % Proficient
Male	2007	34.4	81.4	33.5	85.4	25.4	75.8	27.6	75.5
Male	2008	44.3	85.6	39.9	85.7	27.6	82	37.4	88.3
Male	2009	39.9	85	35	84.6	24.2	77.8	29.4	87.4
Male	2010	41.6	84.8	38.6	88.1	24.5	80.1	40	88.1
2007-2010 increase / decrease		7.2	3.4	5.1	2.7	-0.9	4.3	12.4	12.6
Female	2007	15.7	62.9	12.7	71.1	30.1	80	39.2	87
Female	2008	22.1	72.7	18.1	71.5	26.9	82	45.7	92.7
Female	2009	20.9	68.7	13.6	70.5	30.1	81.6	38.8	92
Female	2010	23.5	73.2	18.4	78.2	28.9	86.4	52.9	94
2007-2010 increase / decrease		7.8	10.3	5.7	7.1	-1.2	6.4	13.7	7
Black	2007	7.1	54.3	5.9	62	18.6	69.6	25.7	74.6
Black	2008	15.1	63	9.9	62.6	18.4	72.4	32.4	87.5
Black	2009	15.5	60.9	11.7	62	19	73.6	26.6	86.7
Black	2010	14.1	66.1	14.6	69.8	19.1	79	42.1	88.5
2007-2010 increase / decrease		7	11.8	8.7	7.8	0.5	9.4	16.4	13.9
Hispanic	2007	15.3	62.6	11.5	69.3	24.1	74.9	30.6	77.9
Hispanic	2008	21.7	71.9	16.9	69.1	22.5	77.9	35.3	88.8
Hispanic	2009	20.5	71.2	14.9	67.8	23.2	75	26.3	87.7
Hispanic	2010	24.9	74.3	15	75.5	19.9	80.6	40.9	90.3
2007-2010 increase / decrease		9.6	11.7	3.5	6.2	-4.2	5.7	10.3	12.4
White	2007	38.3	85.2	37.5	89.6	30.9	80.3	34	81.5
White	2008	49.2	90.3	45.4	90.9	32.4	86.6	45.3	91.1
White	2009	43.2	87.3	36.7	89.3	29.6	82.6	37.1	90.3
White	2010	44.9	87.2	43.2	92.5	30.7	84.2	47.3	90.6
2007-2010 increase / decrease		6.6	2	5.7	2.9	-0.2	3.9	13.3	9.1
F/R Meals	2007	17.7	64.8	15.6	70.7	23.5	72.8	27.9	77.8
F/R Meals	2008	24.9	72.4	20.3	70.5	20.4	77.3	33.4	87.4
F/R Meals	2009	23.6	71.1	16.9	70.5	22.9	76	27	87.6
F/R Meals	2010	25.3	73.8	18.9	76.8	21	80	41.6	89.1
2007-2010 increase / decrease		7.6	9	3.3	6.1	-2.5	7.2	13.7	11.3
Special Ed.	2007	11.1	50	13.7	58.1	11.9	50.2	10.1	45.4
Special Ed.	2008	18.4	64.3	16.4	63.3	12	62	11.5	66.8
Special Ed.	2009	26.3	64.2	17	60.4	13.4	62.6	9.3	70.9
Special Ed.	2010	21.2	65.2	16	71	9.7	65.1	14	71
2007-2010 increase / decrease		10.1	15.2	2.3	12.9	-2.2	14.9	3.9	25.6
ELL	2007	7	45.7	3.9	48.8	10.9	61.2	13.2	60.5
ELL	2008	14.9	59.6	6.1	45.2	11.3	68.7	15.5	76.7
ELL	2009	11.5	55.2	2.1	44.3	19.8	63.5	7.2	76.3
ELL	2010	19.1	67.3	5.4	57.7	20.9	80.9	25.9	83.9
2007-2010 increase / decrease		12.1	21.6	1.5	8.9	10	19.7	12.7	23.4

CONNECTICUT STATE DEPARTMENT OF EDUCATION
CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM

CTHSS VS. LEA
PERCENT OF STUDENTS AT OR ABOVE PROFICIENT ON THE 2010 CAPT READING

CAPT READING		
	LEA	Technical School
Ansonia	77.5	88.5
Bridgeport	38.9	85.4
Danbury	66.8	74.4
Groton	82.5	72.2
New Haven	59	72.9
Hartford	64.3	74.7
Killingly	70.8	78.5
Manchester	76.9	82.4
Meriden	68.2	92.6
Middletown	70.5	80.3
Milford	81.2	93.5
New Britain	59.1	68.4
Norwich	25.9	85.3
Torrington	81.1	84.5
Waterbury	61.1	93.5
Windham	56	80.8

CONNECTICUT STATE DEPARTMENT OF EDUCATION
CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM

CTHSS VS. LEA
PERCENT OF STUDENTS AT OR ABOVE PROFICIENT ON THE
2010 CAPT WRITING

CAPT WRITING		
	LEA	Technical School
Ansonia	71.7	89.1
Bridgeport	50.9	96
Danbury	70.2	88.4
Groton	79.2	77.9
New Haven	70.7	82.8
Hartford	68.1	84.4
Killingly	73.8	89.9
Manchester	84.1	93.8
Meriden	71.8	93
Middletown	74.3	85
Milford	84.4	98.3
New Britain	58.7	85.3
Norwich	26.9	96.3
Torrington	82.8	91.5
Waterbury	75.5	95.6
Windham	58.8	88.7

CONNECTICUT STATE DEPARTMENT OF EDUCATION
CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM

CTHSS VS. LEA
PERCENT OF STUDENTS AT OR ABOVE PROFICIENT ON THE
2010 SCIENCE

CAPT SCIENCE		
	LEA	Technical School
Ansonia	72.3	87.1
Bridgeport	37.7	84.8
Danbury	67.6	85
Groton	75.3	76.7
New Haven	53.1	51
Hartford	49.9	54.3
Killingly	77.4	95.3
Manchester	76	89.4
Meriden	62.1	95.8
Middletown	75.4	83
Milford	84.8	96.5
New Britain	46.1	74.4
Norwich	21.4	95.7
Torrington	83.3	92.6
Waterbury	46.1	90.2
Windham	55.8	90.1

CONNECTICUT STATE DEPARTMENT OF EDUCATION
CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM

CTHSS VS. LEA
PERCENT OF STUDENTS AT OR ABOVE PROFICIENT ON THE
2010 CAPT MATHEMATICS

CAPT MATHEMATICS		
	LEA	Technical School
Ansonia	61.5	77
Bridgeport	33.7	82.2
Danbury	62.1	76.3
Groton	74	70.4
New Haven	49.4	59.4
Hartford	52.2	62.9
Killingly	66.1	89.3
Manchester	69	84.4
Meriden	57.3	85.6
Middletown	66	84.4
Milford	75.5	90.9
New Britain	49	69.9
Norwich	30.8	90.2
Torrington	74.5	87.2
Waterbury	41.1	84.4
Windham	45.1	85.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	43.3	84.1
% Employed (Civilian Employment and in Armed Services)	47.2	11.0

Graduate Summary	Number of Graduates	% Pursuing Education	% in Military	% Available for Employment	Of Those Available for Employment	
					% with Fulltime Job Related to Training	% with Fulltime Job Unrelated to Training
Auto Body Repair	91	37.4	4.4	53.8	63.3	24.5
Automotive Mechanic	222	36.0	3.6	50.0	57.7	25.2
Baking	16	62.5	0.0	37.5	16.7	16.7
Bioscience Environmental Technology	15	93.3	0.0	6.7	100.0	0.0
Carpentry	184	34.2	4.9	57.6	56.6	27.4
Culinary Arts	207	59.4	2.9	30.0	43.5	30.6
Diesel Mechanics Technology	11	45.5	0.0	54.5	66.7	33.3
Drafting: Architectural	29	58.6	3.4	37.9	18.2	63.6
Drafting: Machine	103	63.1	2.9	24.3	64.0	16.0
Early Care and Education	14	57.1	0.0	7.1	0.0	0.0
Electrical	205	26.3	4.4	63.9	74.8	12.2
Electromechanical	32	43.8	3.1	50.0	62.5	6.3
Electronics	99	57.6	3.0	33.3	27.3	30.3
Fashion Technology	46	67.4	2.2	21.7	20.0	50.0
Graphic Communications	78	55.1	5.1	32.1	40.0	32.0
Hairdressing/Barbering/ Cosmetology	214	40.2	0.5	50.5	59.3	15.7
Health Technology	64	84.4	0.0	14.1	55.6	11.1
Heating/Ventilation/Air Conditioning	107	32.7	3.7	57.9	82.3	11.3
Hotel/Hospitality Technology	14	71.4	0.0	21.4	100.0	0.0
Information Support and Services	75	65.3	6.7	24.0	50.0	16.7
Manufacturing Technology	134	29.1	2.2	59.0	72.2	16.5
Masonry	38	44.7	2.6	47.4	61.1	22.2
Microcomputer Software Technician	10	70.0	10.0	10.0	100.0	0.0
Plumbing and Heating	140	15.7	6.4	70.7	59.6	28.3
Welding	14	0.0	7.1	92.9	84.6	15.4

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		33.4	74.5	
Average Score	Mathematics	422	507	8.5
	Critical Reading	424	503	7.8
	Writing	416	506	7.0

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	96.8	92.1	67.9
Cumulative Four-Year Dropout Rate for Class of 2008	2.4	6.6	67.9
2007-08 Annual Dropout Rate for Grade 9 through 12	0.3	2.5	87.6

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	32.5	36.2	37.4

RESOURCES AND EXPENDITURES

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. Note that the state figures include expenditures for the education of both elementary and secondary students. CTHSS expenditures do not include general fund fringe benefits charged to the State Comptroller.

Expenditures All figures are unaudited.	Total (In 1000s)	Expenditures Per Pupil		
		District	Secondary Secondary Districts	State
Instructional Staff and Services	$72,221	$7,238	$7,913	$7,522
Instructional Supplies and Equipment	$7,947	$796	$320	$271
Improvement of Instruction and Educational Media Services	$921	$92	$386	$446
Student Support Services	$16,045	$1,608	$720	$806
Administration and Support Services	$22,950	$2,300	$1,828	$1,369
Plant Operation and Maintenance	$21,749	$2,180	$1,517	$1,377
Other	$4,254	$426	$331	$151
Total	$146,087	$14,641	$14,310	$12,805
Additional Expenditures				
Land, Buildings, and Debt Service	$7,322	$734	$2,027	$1,759